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ONTARIO

Department of Education

# Courses of Study

## Grade XIII

# HISTORY

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See note inside front cover.

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Note: The course in Grade XIII History outlined in this Circular has been reduced and, effective September 1947, reads as follows:

- (1) For intensive study and Departmental examination requirements—Books 1, 2, 3, and chapters 25, 26, 31 to 34 inclusive of Book 4 of the text “North America and the Modern World” (McInnis).
- (2) For extensive Study but **not** for Departmental examination requirements—the remainder of Book 4 of the same text.

# COURSE OF STUDY

for

## Grade XIII

in

Collegiate Institutes, High and Continuation Schools

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## CANADA AND THE MODERN WORLD

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### Introduction

The course in Grade XIII is planned to be a culmination of five years' study of history in the secondary school. With the background of British, Canadian and World history which has been gained in Grades IX to XII, the students are now in a position to comprehend the problems of their own day and the part which as Canadian citizens they will be called upon to play in the modern world.

Part One includes a survey of Latin America and of certain aspects of the history of the United States not previously studied but necessary to complete the essential background of Canada's international relations. It also deals with the advance of Canada to nationhood within the Commonwealth and provides a more mature treatment of the origin and nature of our constitution than was possible in Grade X. Part Two is an examination of problems in the establishment of an international order in recent years. It builds on the World history of the Grade XII course, but offers an interpretative rather than a narrative approach. Part Three gives the student an opportunity to examine some of the more important Canadian problems which as a citizen he will have to face.

### PART ONE

#### THE RISE OF NATIONS IN THE AMERICAS

##### A.

#### GENERAL BACKGROUND

The Peace of Paris in 1763 marked in one sense the end of the colonial period in America. By that time the two continents had been blocked out and four types of European culture had been permanently established. Throughout the whole of South America and as far north as present-day Mexico, colonial foundations had been firmly laid for the Latin-American countries of to-day. North of Mexico colonial America was divided between Britain and France. The Seven Years' War put an end to French political power in America, but it still left the French settlements which were the origin of present-day French Canada.



The empires of colonial America present a fascinating picture of similarities and differences. Economic developments varied with geographical conditions, but in all the empires the theory of mercantilism prevailed and the colonies were considered subordinate in their interests to the mother countries. The British colonists had, however, a degree of freedom which marked them off in sharp contrast from the others. They enjoyed a measure of parliamentary government through their assemblies. Immigration was almost unrestricted and individual initiative was encouraged. Such conditions account for their vitality and rapid expansion in the first half of the eighteenth century.

The sixty years following the Seven Years' War was the era of the American revolutions. During that period the whole of America, with the exception of Canada, Nova Scotia and the West Indian islands, threw off European political control. Revolution came first in the British Empire, and the Thirteen Colonies gained their independence. They did not, however, carry Canada and Nova Scotia with them, nor did they repudiate their British background. They claimed that they rebelled in defence of their rights as British citizens, and in the state and national governments which they established after independence was achieved they preserved British institutions and ideals in forms which were adapted to American needs. The Revolution also carried British practices a step further in the direction of democracy.

The Napoleonic War and the upsurge of nationalism and democracy after 1800 brought about the Latin-American revolutions. From the Spanish and Portuguese empires came more than twenty republics which not only gained political independence, but also attempted to set up parliamentary and democratic systems with which, in contrast with the Thirteen Colonies, they had no previous experience.

In the troubled decade from 1815 to 1825 these new countries were weak and vulnerable. The interest of the United States and of Great Britain in defending them against the aggression of European Despotism led to the enunciation by the United States of the Monroe Doctrine. Thus by 1823 the permanence of the American revolutions was assured.

## I. The colonial situation:

### 1. European colonial policies:

- (a) Mercantilism and control of commerce.
- (b) Colonial administration—a brief comparative study of the Spanish, the French and the British systems on the eve of the Seven Years' War.

### 2. Survey of social and economic conditions in the colonies.

## II. The era of revolutions:

### 1. The revolution in the Thirteen Colonies:

- (a) Causes and significance.
- (b) The working out of the Anglo-American settlement (1783 to 1819).



## 2. The Latin-American revolutions—causes and character:

- (a) Influence of the American and French revolutions and of the Napoleonic struggle upon Latin America.
- (b) Emergence of new states; European attempts to suppress nationalism and liberalism in Latin America; problem of freedom of trade with Latin America.

## III. The Monroe Doctrine, 1823:

The roles of Britain and the United States; significance to the new republics—guarantee of independence.

### B.

## THE GROWTH OF THE UNITED STATES

After the Revolution there followed some years of weakness and trouble during which the political form of the United States was crystallized in the federal constitution. This document has now served as the foundation of American political organization for more than one hundred and fifty years, though in that time it has been considerably altered by legislative and executive action, and even more by judicial interpretation. Inherent in the formation of the United States was a social revolution whose goal was social democracy. This struggle for social democracy, rising at times to explosive proportions, has been a continuous process in American history. Shortly after the acceptance of the Constitution the lines of the social struggle became more sharply drawn in the political sphere through the groups that formed around Jefferson and Hamilton. These parties also differed over states' rights and a strong national state. All the while the new country was involved in difficult and dangerous foreign relations, a state of affairs that was improved by better relations with Great Britain after 1819 and by stabilization of the Atlantic world by means of the Monroe Doctrine. Then there followed a period of tremendous expansion of all sorts, during which social revolution took the form of Jacksonian democracy and a distinctively American culture appeared in the flowering of New England. Through it all could be heard the ominous rumblings that foretold the coming of the terrible conflict between North and South. At last the storm broke, imperilling the unity of the nation and the future of the American dream. The union was saved by the victory of the North and by the genius and statesmanship of Abraham Lincoln. The pursuit of the American ideal could go on.

After the war there followed a period of unprecedented material expansion in which for a while the vision of the ideal was obscured. The United States emerged as a world power, though she had yet to learn to play her part in the world. At last men undertook the task of realizing, in an industrialized state, the American dream. The problem came to the fore in the first decade and a half of this century; and if the struggle was for a while submerged by the immediate needs of a world war and its cruel aftermath, it was only to emerge again in a greater way during the 1930's. The striving after the American ideal goes on.

I. The new state takes form:

1. Establishing the Constitution:

- (a) Toward national unity: the period of confederation and its unsolved problems; the need of greater federal power.
- (b) The federal Constitution: formation, character, adoption.

2. The new state's attitude toward the world:

- (a) Neutrality: Washington's policy.
- (b) Isolation: the Monroe Doctrine—its application, 1823 to 1860.

3. The development of the new state:

- (a) Emergence of political parties—Hamilton and Jefferson.
- (b) Territorial expansion (map study).
- (c) Economic development.
- (d) Jacksonian democracy.

4. Problems of national unity—forces for and against unity:

- (a) Economic and cultural cleavage between North and South.
- (b) Constitutional and political issues: states' rights; Marshall and the Supreme Court.
- (c) The significance of the Civil War: to the United States; to Anglo-American relations; to Canada.

II. The United States develops national maturity:

- 1. Widespread and intense industrialization: mechanization of agriculture and industry, trusts, immigration, the labour movement.
- 2. Attempts to adapt the American ideal to an industrial state.
- 3. American culture: its spirit and manifestation in the arts.

III. The United States becomes a world power—1860 to 1914:

- 1. Imperialism—economic and territorial.
- 2. Pan-Americanism.
- 3. International relations.



## C.

### CANADA'S ADVANCE TO NATIONHOOD WITHIN THE BRITISH EMPIRE - COMMONWEALTH

The growth of Canadian autonomy and nationhood has been a development from colonialism to equality within the British Commonwealth of Nations. This development has often been unconscious and indirect since it was the result of three sometimes conflicting influences—British, American and Canadian—which, while causing Canada to advance in the direction of increasing control of her own affairs, have always kept her within the British orbit.

Lord Durham's Report is a landmark in both Canadian and Empire history. Durham believed that responsible government in Canada would counteract any movement for union with the United States, strengthen the ties with Great Britain, and make possible at a later date a union of British North America. Canadian statesmen like Baldwin, Lafontaine and Howe supported this belief, and, in addition, saw in responsible government the means of establishing democracy in Canada.

Not only in the sphere of responsible government was Canada a pioneer among colonies. Within a generation she was to adopt and to apply successfully, under exceedingly difficult conditions, a system of federal government. To the Fathers of Confederation, as well as to Durham and his associates, Canada owes a lasting debt, a debt shared by the Empire since it was Canada's success in these two unique experiments which established faith in their practicability in other parts of the Empire and led ultimately to one of the most interesting of modern political phenomena, the British Empire-Commonwealth.

The soundness of these experiments could be determined only by the testing of the years. More and more Canada became mistress in her own house. This process was greatly accelerated by the First World War and the settlements that attended it. Finally, in 1931 Canada's new status was given legal definition in the Statute of Westminster,—that of a nation in a British Commonwealth of Nations, all members of which owed allegiance to a common Crown.

Less deliberately but as time has proved no less definitely, a character and pattern of life has developed within the North American environment which is distinctively Canadian, not British or American, though it contains elements of both. This synthesis is revealed in the way Canadians live and in their literature and art. While showing some of the same elements, the older French-Canadian culture has retained its identity.

Canada's agricultural expansion and increasing industrialization, her rise to a leading position in world trade, and her strategic global position in a world rapidly changing under the impact of a Second World War are profoundly affecting her relations with all nations both within and without the Empire.

By all these powerful influences, political, cultural, economic and geographic, Canada has been drawn into the main stream of world affairs.

- I. A Canadian federation takes form within the Empire (1840 to 1867):
  1. A new concept of Empire:
    - (a) Economic and political forces making for disintegration within the Empire: the decay of mercantilism and the rise of free trade; unrest in Canada before Durham.
    - (b) Self-government the solution of the political and economic problem: recommendations and significance of Durham's Report; the working out of the recommendations; responsible government a reality by 1849; the influence of Canada's example upon other British colonies; the extension of political autonomy into the economic field — the real test of colonial autonomy: Canada Customs Act, 1859.
  2. How Canada achieved federal union:
    - (a) Problems demanding solution: geographical obstacles and lack of national feeling; holding the West; defence; trade; political deadlock in Canada.
    - (b) Federal union — the solution: the statesmanship of the Fathers of Confederation; the attitude of the British Government; the British North America Act; compromises in constitution in deference to French-Canadian feeling and British connection; comparison of the governments of Canada and the United States.
- II. Canada, a self-governing Dominion (1867 to 1914):
  1. Expansion of the Dominion:
    - (a) "From sea to sea": territorial growth and political organization.
    - (b) Transportation, population, economic development.
  2. Progress toward autonomy: increasing control of economic affairs and changing imperial relations; e.g., Washington Treaty, Boer War, reciprocity negotiations, Imperial Conferences.
- III. Canada a nation—within the British Empire - Commonwealth.
  1. Autonomy exercised in the First World War; nationhood recognized by membership in the Peace Conference and in the League of Nations.
  2. Assertion of the new position of Canada to 1923: Chanak episode; Halibut Treaty.
  3. Definition of the new position of Canada: Conference of 1926; Statute of Westminster.
  4. Character of the British Empire-Commonwealth: gradual decentralization of the Empire; problems of Imperial collaboration.
  5. A national culture as expressed in the arts.



## PART TWO

### PROBLEMS OF THE TWENTIETH CENTURY

About the beginning of the twentieth century, man entered a new era in world history. His achievements in spanning the vast spaces of continents and oceans now made possible the rapid and continuous spread of new inventions and ideas to peoples in all parts of the world. The interest of the masses in these new ways of living and thinking found expression in their organization of trade-unions and of new political parties. Moreover, the governments of the more advanced countries in the world, influenced by the general demand for social reform, not only put into effect legislation in the interests of their own citizens, but also supported measures for the promotion of international conciliation and co-operation.

Side by side, however, with these manifestations of the rise of a more humane order in world society were signs of the equally rapid growth of disruptive forces in world politics. During the nineteenth century the nation-states of the Eastern and Western Hemispheres developed political institutions shaped to a greater or lesser degree by the concept of representative government, and also became increasingly industrialized. But the great nation-states of the world by the last decade of the century had begun, under the pressure of their economic needs or imperial ambitions, to assume form as world powers in an international scene where there was as yet no effective control of international relations. The ensuing rivalry for expansion and for control of world markets was sharpened by the autocratic control of their national policies exercised by the governments of certain great states. Out of these international rivalries and differences in ideals came a struggle for balance of power that divided Europe into two armed camps and ended in the crash of the First World War.

The war was precipitated by an assassination in Bosnia, spread along the line of diplomatic understandings and agreements across Europe, and within three years engulfed the world. The new methods of warfare led to the mobilization of all national resources and the enlistment of men and women in war industries and other types of war work. This brought the war to the civilian as well as to the soldier. For four long years the conflict raged on sea, on land, and in the air, and came to an end in the defeat of Germany and her allies and in the spread of revolution in the German and Austrian Empires. The appalling losses of this terrible war in human lives and national resources left formidable problems for the peacemakers.

Only in part was a settlement established by the Treaty of Versailles, and only in part was it to be measured in altered boundaries and the appearance of new states. Looking to the future, men sought to found a new international order from which war would be banished. So was created the League of Nations, and in the next decade men strove with some success through various means to carry their dream nearer to realization.

Unhappily it is a long and arduous task to create such a new order, involving as it does such far-reaching changes in men's attitude toward one another and in the relations of nations. Blocking the achievement of an international order were problems of the greatest difficulty. The terrible dividing force of strong nationalism grew ever stonger, reaching



a climax in the upsurge of economic nationalism which came as a prelude and an accompaniment to the world-wide depression beginning in 1929. Social revolution, which began far back of 1914, cut ever more deeply into the social and economic fabric of the world, pitting men against one another, and bringing about such world-shaking experiments as communism in Russia, fascism in Italy and nazism in Germany. Finally, in Germany and Japan nationalism rose to such bitter intensity that once again the world was plunged into awful carnage.

## **A.**

### **The World Faced with New Problems of State and Society (the dawn of the twentieth century—an introductory survey)**

- I. Man moves toward a new world:
  1. The influence of scientific research and invention; the vast expansion of industrialism; the shrinkage of the world; changes in transportation and communication.
  2. The vision of a humane and rational way of life.
  3. The rise of the common man and new demands upon governments.
- II. Problems of a world in transition, to 1918:
  1. Development of intense nationalism; retarded national development in certain states; projection of national problems into international affairs.
  2. The new balance of power in Europe.
  3. Imperialism and the struggle for world markets.
  4. Attempts to improve international relations; e.g., Hague Conferences, Hague Court.
  5. The first great crisis — World War, 1914-1918; issues; a new kind of war — its implications for the future.

## **B.**

### **Efforts to Create a New International Order, after 1918.**

- I. The peace settlement: contrasting aims and objectives; the question of war debts and reparations; main outlines of treaties—map study.
- II. The quest for an international order:
  1. The League of Nations: aims, organization, accomplishments, weaknesses.
  2. The World Court; International Labour Organization.
  3. Washington Conference—the problem of disarmament; Locarno; Briand-Kellogg Pact.



## C.

### The World in Transition, 1918 to 1939

#### I. The continuing revolution in society:

1. Great Britain: faced with both post-war problems and a new position in world economy; efforts of successive administrations to cope with resultant internal social and economic crisis; constitutional adjustments within Britain.
2. World significance of the constitutional developments within the British Empire - Commonwealth. (For background see Part One, C, III, 4.)
3. Canada under stress: the depression; the Rowell-Sirois Report.
4. The United States: the depression and the New Deal. (For background see Part One, B, II, 2.)
5. France: weakening effects of the war; the search for security; internal dissension.
6. Russia; disruption and chaos; establishment and evolution of the Soviet regime.
7. Italy: post-war collapse; rise and growth of fascism.
8. Germany: an unstable democracy in the Weimar Republic; triumph of nazism; a totalitarian state.
9. The problem of new states: questions of extreme nationalism, defence, economic integrity, minorities, as seen in such states as Poland, Austria, Czechoslovakia, Yugoslavia, Turkey.
10. China: retarded national development.
11. Japan: extreme nationalism in the Far East.

#### II. The idea of autarchy and national self-sufficiency and its meaning for the world—the upsurge of neo-mercantilism and isolationism.

## D.

### The Second Great Crisis, the Second World War

#### I. The aggressors on the march:

Japan and Manchuria; Italy and Ethiopia; Germany and re-militarization; the re-occupation of the Rhineland; the creation of the Rome-Berlin Axis and the Anti-Comintern Pact; the Spanish Civil War; the China War; disappearance of Austria; attack on Czechoslovakia; the failure of the League of Nations; the Munich Conference.

#### II. The Second World War:

##### 1. The onslaught of the aggressors:

Blitzkrieg in Poland—the new total war, and the war of lines in the west; Nazi assault on the neutral states; the collapse of France; the British Empire-Commonwealth at war; the Battle of Britain, the problem of the Atlantic life-line; Axis advance

and check in the Mediterranean area; German attack upon Russia, end of Russo-German agreement; Pearl Harbor and the entrance of the United States into the war; extension of British-American co-operation to the Pacific; the "New Order" in Europe, 1942; the "Co-prosperity Sphere" in Asia.

2. The United Nations on the offensive — from staunch defence to final triumph:

The organization of the United Nations and the use of their vast power; victory in the Atlantic; victory in North Africa; the invasion and defeat of Italy; German defeat in Russia; the liberation of France; the turn of the tide in the Pacific.

Canada's entrance into the war in 1939 was a milestone in her history. By her separate declaration of war she made clear to the world her status as a nation, while at the same time she ranged herself with the other nations of the British Commonwealth in defence, not only of her own interests, but of the ideals of democracy. With the development of events after 1939 the issue between those nations determined to impose a system of military domination on the world and those that stood for the ideal of international co-operation became increasingly clear. In the face of common danger the English-speaking nations drew together, and in this collaboration of the United States with the nations of the British Commonwealth Canada played a vital part.

As the war spread throughout the world, and the group of the United Nations developed, there emerged also a deeper realization of the issues involved and a conviction that democracy will survive only through continued efforts to build an international order from which war will be banished.

### PART THREE

#### SOME CONTEMPORARY CANADIAN PROBLEMS

By the time the student leaves school he should have become interested in public affairs and should have gained some knowledge of them. It is, therefore, desirable that he should be given an opportunity to study and discuss important problems of Canadian society. It is true that problems change, that they are dated, that some of those suggested in the following list may be settled somehow before even our senior students come of age. Problems should be chosen for study which challenge the interest of Grade XIII students. In examining these, pupils should learn to put aside prejudice, to develop a reasonable degree of immunity from misleading propaganda, to become familiar with reliable sources of information, to develop some skill in investigating problems and in arriving at sane but strictly tentative conclusions. It is to be understood that the topics and questions are suggestive only. The teacher should feel free to study some problem, local or national, in which he or his pupils are interested. Although Part Three is not prescribed for Departmental examination, this type of investigation will be useful when the student faces actual problems a few years later as a citizen.

- I. Transportation: What conditions have created our railway problem and what solutions are suggested? Should Canada join the United States in the development of the St. Lawrence waterways project? What will be Canada's role in the development of world aviation?



- II. Immigration: To what extent should Canada open her gates to immigration? What are the chief problems of assimilation raised by immigration?
- III. Trade Policy: Under what circumstances can Canada maintain her position as a great exporting country?
- IV. Agriculture: What are the major problems facing agriculture in Canada?
- V. Co-operatives: What accounts for the success of the co-operatives in Gaspé and Nova Scotia?
- VI. Social Problems: Should Canada adopt a system of state medicine? What are possible remedies for unemployment? Why is the problem of the proper use of leisure time of increasing importance in our industrialized society?
- VII. Education: What should be the main objectives of education in a democracy like Canada? How can equality of opportunity be achieved in our system of education?
- VIII. Natural Resources: What would be a proper policy of conservation for Canada in regard to land, forests, minerals, or water?
- IX. Urban and Rural Relations: Are our large cities too large?
- X. The Party System: Is a two-party system necessary to the best working of Canadian democracy?
- XI. Provincial-Federal Relations: To what extent have the aims of the Fathers of Confederation been realized?
- XII. National Unity: What are the difficulties in the way of closer relations between French-speaking and English-speaking Canadians? Why have the Maritimes been dissatisfied with the working of the British North America Act? Why have sectional differences developed between the West and the Central Provinces?
- XIII. The Northern Frontier: What are the factors which have brought about the development of the new northern frontier?
- XIV. Empire Relations: Is the Empire-Commonwealth preferable to an Imperial federation?
- XV. Relations with the United States: Along what lines is closer co-operation between Canada and the United States desirable?
- XVI. Defence: How do problems of defence affect the relations of Canada, Great Britain, and the United States?
- XVII. Canada's Place in the Post-War Order: To what extent should Canada participate in some form of international organization?

Since Part Three deals with problems of the hour, relevant material in the form of books, pamphlets, and magazine and newspaper articles is constantly appearing. It is impossible to give a list that would be comprehensive for even a short period, but there are many sources of information to which teachers and students may turn. A partial list includes:

Publishing houses; the Canadian Institute of International Affairs, Toronto; the Canadian Association for Adult Education, Toronto; the Royal Institute of International Affairs, London, England; the Foreign Policy Association, New York; the British Information Services, New York; the Carnegie Institute, New York; the Institute of Pacific Relations, San Francisco; the Department of Information, Ottawa; the Canadian Legion, Ottawa; the Wartime Prices and Trade Board, Ottawa; the Governments of the Dominion and of the Provinces.





